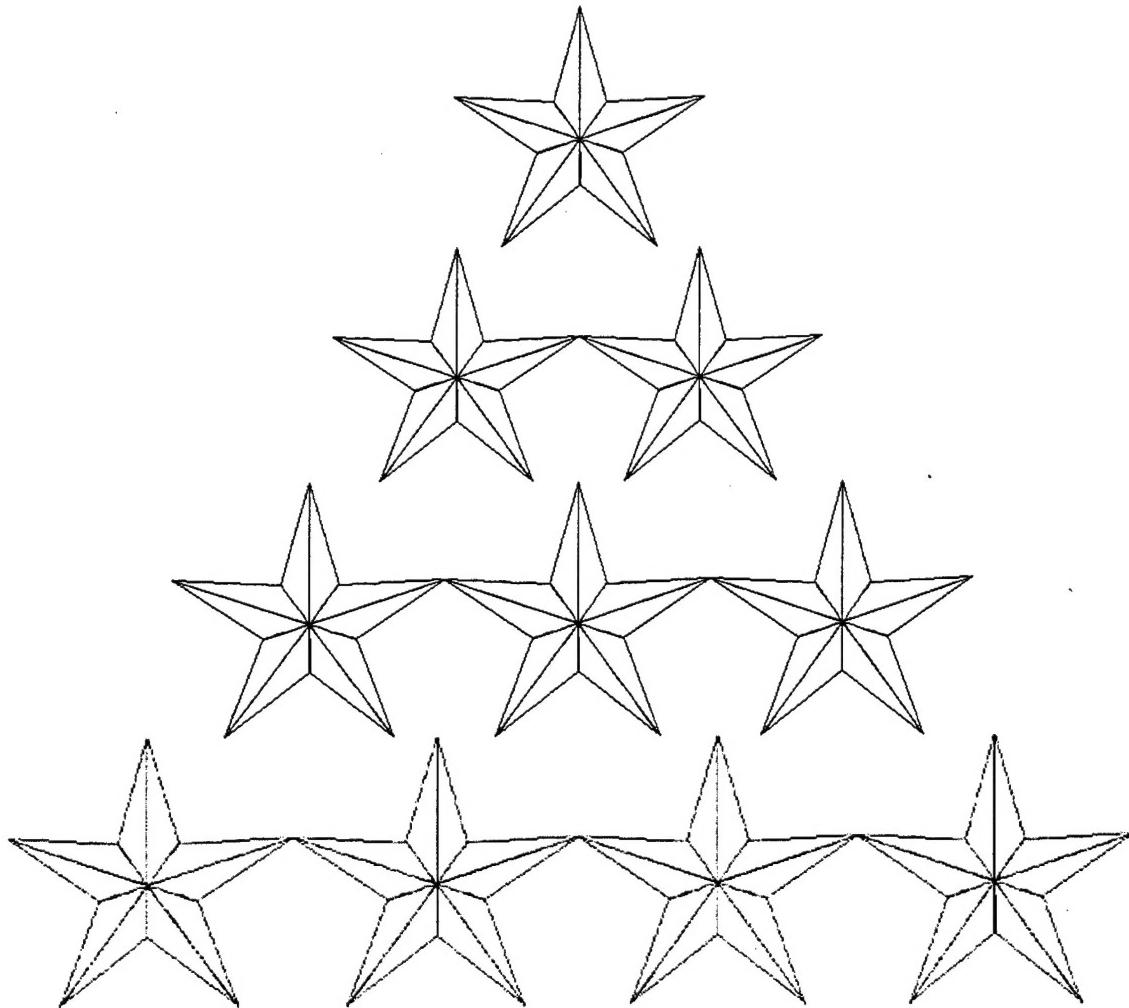


**AY 01**  
**General Officer Survey**



**Academic Year 2001**

**U.S. Army War College  
Carlisle Barracks, Pennsylvania**

**24 October 2001**

Office of Institutional Assessment  
Directorate of Academic Affairs  
Anna T. Waggener, Ph.D.

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MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: AY 01 General Officer Survey

1. One hundred and fifty-seven General Officers responded to the AY 01 General Officer Survey (41% response rate). The Survey was administered during the summer of 2001. The U.S. Army Research Institute control number is 01-16.
2. This report will be posted to the CBnet in its entirety upon USAWC final approval.
3. At the conclusion of the General Officer Survey, the respondents were given the opportunity to provide any comments they may have had concerning the focus of senior service colleges, the future needs of senior officers, suggestions to improve the quality of USAWC graduates, and general emphases the USAWC should consider.
4. Following an Executive Summary, the data analysis and comments for the General Officer Survey are presented. Finally, the General Officer Survey Instrument is provided.
5. The following items are enclosures to this memorandum:

Enclosure 1: Executive Summary  
Enclosure 2: Data Analysis and Comments  
Enclosure 3: General Officer Survey Instrument

3 Encls



KEVIN R. CUNNINGHAM  
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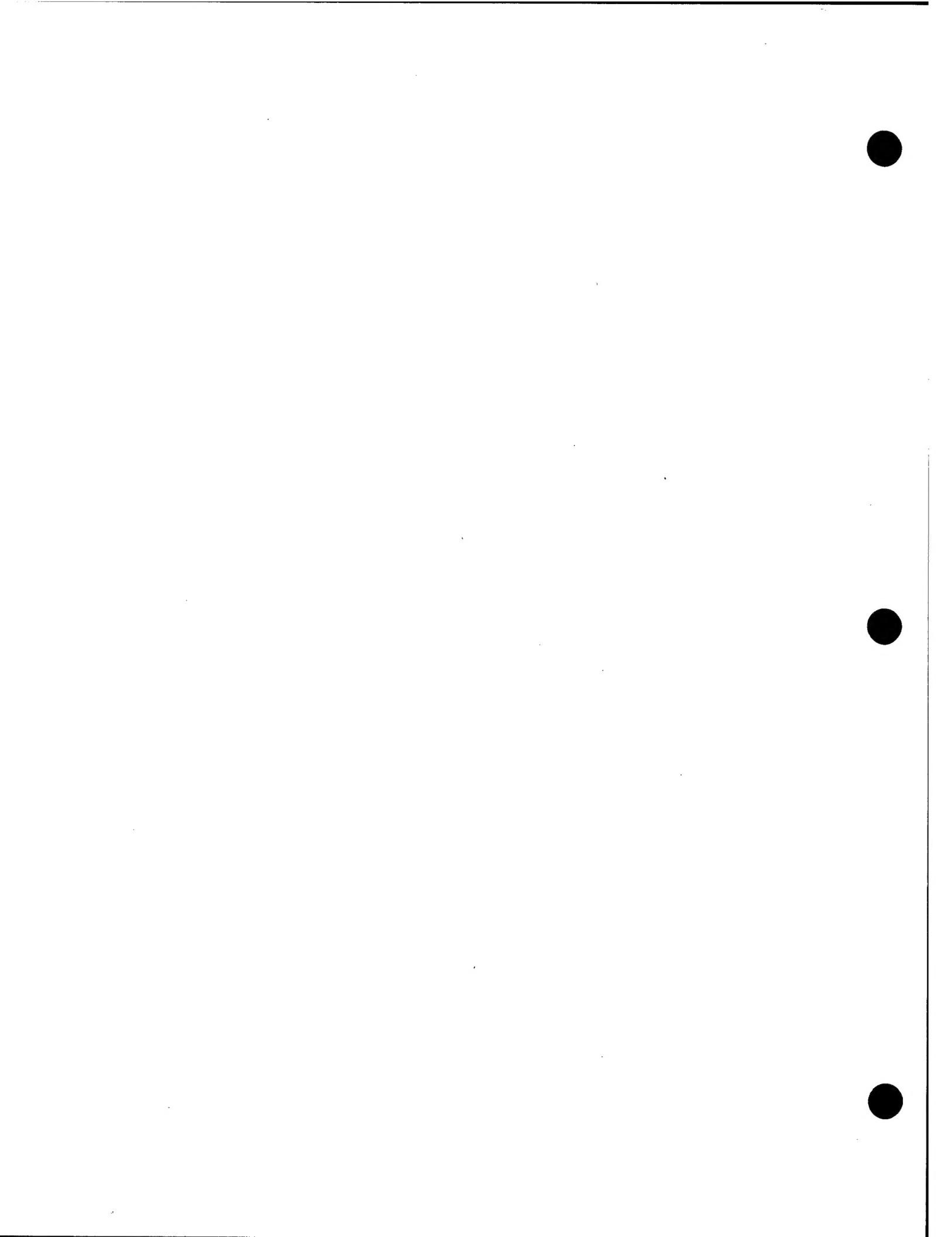
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**Executive Summary**  
**General Officer Survey AY 01**  
*(October 2001)*

Mindful of the changes in higher education, public accountability, and educational delivery methods, the U.S. Army War College offers a curriculum addressing national defense, military science, and responsible command. We prepare graduates for a broad range of duties within a strategic security environment.

Between 15 June 2001 through 15 August 2001, the U.S. Army War College assessed General Officer impressions of our graduates. The survey was sent to three hundred and seventy-eight (378) Army Reserve, Army National Guard, and Army Active Duty 06 through 010's (COL(P) through General). A total of one hundred and fifty-seven surveys were returned, equaling a 41% return rate.

The typical profile of the respondent was the rank of Brigadier General (55%), regular Army status (61%), in the combat arms military branch (60%) and previous attendance at the U.S. Army War College. Their current level of assignment indicated they were serving in every level of the national and international security environment: coalition, combined, joint, service staff, MACOM, Corps, and Division.

Almost overwhelmingly, the systematically selected respondents of this survey indicated that USAWC graduates were well prepared to meet the demands at their commands. Respondents' satisfaction level with USAWC graduates in comparison with graduates from other senior service colleges was mixed. The respondents thought that the USAWC curriculum should emphasize application of strategic thinking to matters of U.S. National Security.

The USAWC focuses more on process than on product. Emphasizing theory, concepts, systems, and the national security decision-making process, we work to improve the students' abilities as strategic leaders. Results of this study showed that respondents thought our students were well prepared to meet the demands at their commands. This preparedness lends itself into the overwhelming majority of respondents who said they would recommend attending the USAWC to others in their commands.



## Data Analysis and Comments

### U.S. ARMY WAR COLLEGE SURVEY OF ARMY GENERAL OFFICERS IMPRESSIONS OF OUR GRADUATES

The mission of the U.S. Army War College is:

*To prepare selected military, civilian, and international leaders for strategic leadership responsibilities; educate current and future leaders on the role of landpower in a joint, multinational and interagency environment; conduct research and publish on national security issues; and engage in outreach programs that benefit the U.S. Army, the Department of Defense, and the Nation.*

Curriculum Pamphlet: Academic Year 2002  
Carlisle Barracks, PA: U.S. Army War College

#### Introduction:

Higher education is changing, and many institutions are in a state of important transition. It is both exciting and unsettling that new educational models and means of delivering educational programs and services are evolving at all levels of higher education. Complex challenges include federal and state regulation, performance-based funding, issues of intellectual property, and increased call for definition and review of student learning and for other types of public accountability.

Mindful of these changes, the U.S. Army War College offers a curriculum addressing national defense, military science, and responsible command. We prepare graduates for a broad range of duties within a strategic security environment.

In order to assess our effectiveness in producing strategic leaders, a number of program evaluation techniques can be used. In its most effective form, the data from most evaluations should result in improvements to the program. It should be "utilization focused evaluation," which is designed to assist in policy and program decision-making. This form of evolution forces us to go beyond describing a program to providing information for making decisions to continue or discontinue a program, to determine a program's effectiveness against predetermined criteria, for suggesting improvements/modification of a program, or to answer specific questions.

The curriculum evaluation process at the USAWC uses a multi-faceted approach, which includes collecting quantitative and qualitative data from six unique groups: (1) students, (2) faculty, (3) general officers, (4) academic administration, (5) other senior service colleges, and (6) USAWC alumni.

Students provide evaluations about individual courses and a yearly overall assessment. Faculty provide assessment about course content and effectiveness of teaching methods. General Officers have an overview of the many job related requirements and can validate that the

USAWC provides an appropriate education for senior leaders. The Academic Board, guided by the Commandant, sets the final curriculum based on input from all sources. Other senior service schools provide comparative information to make sure that our information is appropriate and focused in comparison. Finally, responses from the USAWC alumni tell us if they are better able to successfully perform their duties because of the education they received at the USAWC.

### **Background:**

During 15 June 2001 and 15 August 2001, the U.S. Army War College assessed General Officer impressions of our graduates. The survey was sent to three hundred and seventy-eight (378) Army Reserve, Army National Guard, and Army Active Duty 06 through 010's (COL(P) through General). A total of one hundred and fifty-seven surveys were returned, equaling a 41% return rate. The names were systematically randomly chosen (every 3<sup>rd</sup> one) from an Internet online web site at Army Personnel Command. PERSCOM Online is a gateway to the U.S. Total Army Personnel Command's online resources. <http://www.perscom.army.mil/>.

While a 41% return rate reveals that almost half of those surveyed actually completed the survey, response rate studies indicate that results must be interpreted with caution and not taken as a reflection of the perceptions and opinions of the entire population.

The most recent Survey of General Officers was analyzed in March 1997 with a 66% response rate.

### **Demographics:**

To put the data into perspective, the composition of the survey respondents is shown in Tables 1 through 5. Responses by rank, current status, military branch, current level of assignment, and program in which the respondents received their MEL-1 are provided.

The typical profile of the respondent was the rank of Brigadier General (55%), regular Army status (61%), in the combat arms military branch (60%) and had attended the U.S. Army War College. Their current level of assignment indicated they were serving in every level of the national and international security environment: coalition, combined, joint, service staff, MACOM, Corps, and Division.

Table 1

<i>Responses by rank:</i>	Item
Colonel (P)	13 8%
Brigadier General	84 55%
Major General	44 29%
Lieutenant General	11 7%
General	2 1%

Table 2

<i>Current status:</i>	Item
Regular Army	95 61%
Army National Guard	39 25%
Army Reserves	21 14%
Other	0 0%

Table 3

<i>Military Branch:</i>	Item
Combat Arms	93 60%
Combat Support	24 15%
Combat Service Support	32 21%
Health Services	3 2%
Other	4 3%

Table 4

<i>Current level of assignment:</i>	Item
Coalition	2 1%
Combined	6 4%
Joint	23 15%
Service staff	16 10%
MACOM	42 27%
Corps	7 5%
Division	20 13%
Other	44 29%

Table 5

<i>Program in which respondents received their MEL-I:</i>	Item
U.S. Army War College	92 60%
Senior Service College Fellowship	13 8%
National War College	15 10%
Industrial College of the Armed Forces	15 10%

Naval War College	6 4%
Air War College	3 2%
Other	4 3%
MEL-1 not applicable	7 5%

### Level of Preparation:

The philosophy of the U.S. Army War College is that it is responsible for producing graduates who understand how to operate in a strategic security environment. We seek to prepare our graduates to deal effectively with complex, unstructured problems involving national security, and to render sound advice or make the appropriate decisions when the application of force is being considered as a policy option in conjunction with other measures.

Students are challenged to take positions on issues and to defend those positions against a wide range of alternative perspectives. In sum, developing one's ability to think strategically is the essence of the desired outcome from the course of instruction.

Almost overwhelmingly, respondents indicated that USAWC graduates were well prepared to meet the demands at their commands. Over 90% all "strongly agreed" or "agreed" that former students were well prepared to work in the strategic environment, to address problems with no clear-cut solutions, and address and plan for the future while executing in the present ("strongly agree" and "agree" collapsed).

Table 6

<i>The following responses show the respondents' satisfaction level with the level of preparation of USAWC graduates at their commands:</i>	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	2001 Average
Well prepared to work in the strategic environment.	56 37%	85 56%	10 6%	1 1%	0 0%	8.2
Well prepared to address problems with no clear-cut solutions.	58 37%	92 58%	4 3%	3 2%	0 0%	8.1
Well prepared to address and plan for the future while executing in the present	61 39%	89 56%	7 4%	1 1%	0 0%	8.1

### Comparison to Other Senior Service Colleges:

The senior service colleges provide senior level professional military education and leader development training. They are at the apex of the military schools system. Senior service colleges prepare officers for senior command and staff positions within the Army and DoD. These colleges include the U.S. Army War College (USAWC), the National War College (NWC), the Industrial College of the Armed Forces (ICAF), the Marine Corps University, the College of Naval Warfare (CNW), the Air War College (AWC), the Inter-American Defense College (IADC), other accredited international senior military service colleges, or any one of approximately 20 civilian and military fellowship programs.

Although each senior service college mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command, and staff responsibilities by educating them in the diplomatic, economic, military, and informational dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning.

Comments were solicited from respondents regarding what they thought should be the primary focus of senior service colleges. Strategy, leadership, and planning seemed to be the most frequently mentioned foci. For example: "*developing the intellectual capability to think in time, depth, and connecting*" and "*a broad/general education that provides the knowledge and skills required to lead organizations, build consensus for decisions, and use information technology in peacetime as well as war*" were among some of the comments provided by respondents regarding primary focus.

Respondents' satisfaction level with USAWC graduates in comparison with graduates from other senior service colleges was measured in the survey. It is interesting to note that respondents were exactly divided between whether USAWC graduates were better prepared for joint assignments ("strongly agree" and "agree" collapsed = 50%; "neither agree or nor disagree," "disagree," and "strongly disagree" collapsed = 50%).

While still maintaining an almost equal balance, a little over half of the respondents said USAWC graduates compared to other graduates were better prepared for senior officer responsibilities and better prepared for combined assignments ("strongly agree" and "agree" collapsed = 55% and 56%; "neither agree or nor disagree," "disagree," and "strongly disagree" collapsed = 46% and 44%).

Finally, the obvious response of USAWC graduates being prepared for Army assignments was high (90%) in comparison with other senior service colleges.

Table 7

<i>The following responses show the respondents' satisfaction level with the level of preparation of USAWC graduates at their commands compared to other senior service colleges:</i>	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	2001 Average
Better prepared for senior officer responsibilities.	39 25%	46 30%	65 42%	6 4%	0 0%	7.0
Better prepared for joint assignments.	28 18%	50 32%	60 38%	18 11%	1 1%	6.7
Better prepared for combined assignments.	32 21%	53 35%	58 38%	9 6%	0 0%	7.0
Better prepared for Army assignments.	89 57%	51 33%	13 9%	2 1%	0 0%	8.5

### The Curriculum:

The USAWC curriculum focuses more on process than on product. We emphasize theory, concepts, systems, and the national security decision-making process. We work to the application level of learning and beyond. Students improve their analytical, synthesizing, and

evaluative skills by use of case studies, exercises, and wargames, as well as by seminar discussion. We bring the curriculum alive by blending vignettes and historical examples with current events.

We focus on understanding the demands on leadership at the strategic level. Virtually all activities in the core curriculum focus on the organization, mobilization, deployment, employment, and sustainment of unified, joint, and multinational forces.

Considering the curriculum, the survey asked respondents what the USAWC could do to improve the quality of its graduates. Comments varied from "*I don't know, I think you are doing it all. USAWC was the best course I've had, civilian or military*" to "*expand joint and interagency curriculum.*"

When asked what the USAWC curriculum should emphasize, over 92% of the respondents said the emphasis should be on application of strategic thinking to matters of U.S. National Security. Table 8 shows the items in numerical ranked order. While that item was ranked highest, the lowest ranked item was emphasizing the development of a depth of knowledge in specialized areas.

Table 8

<i>The USAWC curriculum should emphasize:</i>	Item	2001 Ranked Responses
Application of strategic thinking to matters of U.S. National Security.	92%	1
A complete professional development experience.	81%	2
Translation of the National Military Strategy into force requirements and capabilities.	81%	2
Interagency operations skills.	76%	3
Developing a breath of knowledge.	74%	4
Theater campaign planning.	69%	5
Political/diplomatic skills.	62%	6
An academic experience.	52%	7
Warfighting skills.	43%	8
Developing a depth of knowledge in specialized areas.	19%	9

#### USAWC Recommendation:

Officers are selected by the annual Army Senior Service College Selection Board on the basis of who is best qualified. Branch and functional area floors, based on Army requirements, are considered during the SSC selection process. In addition to other requirements, the officer must currently be serving as a Lieutenant Colonel or a Colonel as of the board's convening date to be eligible for selection.

The USAWC recognizes that throughout their year of study, the curriculum assists the students in evolving from their previous experiences in tactical orientation and close supervision to high quality conceptual thinking. One of the goals of the academic year should be logical thinking about complex and ambiguous issues. This transition can be a difficult one depending on the students' abilities to adapt to change.

Considering this level of change in focus in students' abilities over their year of study, the overwhelming majority of respondents (99%) said they would recommend attending the USAWC to others in their commands.

Table 9

<i>Respondents would recommend attending the USAWC to others in their commands:</i>	Item
Yes	151 99%
No	1 1%

**Summary and Conclusions:**

Mindful of the changes in higher education, public accountability, and educational delivery methods, the U.S. Army War College offers a curriculum addressing national defense, military science, and responsible command. We prepare graduates for a broad range of duties within a strategic security environment.

Between 15 June 2001 through 15 August 2001, the U.S. Army War College assessed General Officer impressions of our graduates. The survey was sent to three hundred and seventy-eight (378) Army Reserve, Army National Guard, and Army Active Duty 06 through 010's (COL(P) through General). A total of one hundred and fifty-seven surveys were returned, equaling a 41% return rate.

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The USAWC focuses more on process than on product. Emphasizing theory, concepts, systems, and the national security decision-making process, we work to improve the students' abilities as strategic leaders. Results of this study showed that respondents thought our students were well prepared to meet the demands at their commands. This preparedness lends itself into the overwhelming majority of respondents who said they would recommend attending the USAWC to others in their commands.

Finally, the respondents were asked to provide suggestions for other emphases the USAWC should consider. Responses varied widely. Some wanted us to "*teach how the Army runs*" while one respondent suggested the "*art of compromise*." Other suggestions included teaching whole health, more mentoring, asymmetric threats, and more media training. One respondent gave a good assumption: "*I think it's about right.*"



## AY 2001 GENERAL OFFICER SURVEY COMMENTS

### ***What do you believe should be the primary focus of a senior service college?***

(A) Strategic Planning and understanding Joint/ combined operations. (B) PPBS and the Military/govt. relationship.

To prepare COLs and LTCs to be Generals.

Prep for high-level CMD and Staff, Strategic exposure and interaction with joint and combined attendees.

To prepare senior officers for strategic positions in the military.

Functioning in the strategic environment with joint/combined forces.

Transition graduates from tactical/operational to operational/strategic thinking; prepare them for joint/combined world.

To shrink the planet via geo-political thinking. Focus senior leaders on planet issues rather than service issues.

To take Sr. field grade officers who, up to the point of entering AWC, focused only on their commands and have little knowledge of theater or natl. level issues. Some who have had duty in a joint HQ, the Pentagon or higher-level staffs have had exposure but your focus on national military strategy, and theater campaign strategy is vital to future duty.

Strategic leadership at the highest levels with emphasis on joint and combined operations.

Provide officers who will be in senior-level positions in the Army, Joint and Combined organizations the tools to be successful. Army officers need to know the Army but must also be able to see how it will work in the bigger picture.

Translation of NMC to force requirements.

Leadership. Strategic Vision.

Developing Officers with ability to "stretch" beyond an "Army Only" focus.

Strategic relevance of military power in a changing world.

Development of a STRATEGIC framework and thought process.

Strategic thinking.

Strategic Planning.

Global perspective. U.S. interests and Develop strategic leaders. Emphasize jointness.

Training leaders to think strategically.

National Policy translated to: a. coalition and joint plans/ops, b. force structure management and development.

Strategic thinking. Research. Writing.

Strategic and operational planning.

Senior Service College should provide independent thinking with an emphasis on joint operations and more emphasis on the Army and collaboration with all 3 components.

Strategic Thinking.

National Strategic. Military and political. Joint and combined/coalition operations.

Teach students how to deal with the complex problems associated with allied and combined free ops. For example, working with other services and jointly within our own DoD. The AWC many times, seems to be to Army centric.

Thinking at the Strategic level.

Developing in students, strategic leadership skills.

Joint/combined operations/planning at the strategic level.

Preparation for responsibilities at highest-level, where policy is determined.

Prep to serve in O6 level-staff assignments from division level to DoD/DA.

Cannot be for Command must look to a wider view of strategy and force structure.

Application of strategic thinking to matters of U.S. national security.

Preparation of our great young LTC(P)'s and COL's for joint, combined, political, and WARFIGHTING jobs! Also, in some degree-General Officership!!

Strategic Thinking.

Joint/interagency interface skills. Army management skills. Strategy development and analysis skills-- from running large operation for nations to large commands in garrison.

Strategic focus and perspective. Focus a portion on other service capabilities - how they complement and what can be leveraged for Army programs in the joint arena.

Which implies more of a slant toward the military side of things vice "non-military" items.

Training operational and strategic military leaders.

Develop strategic thinking framework. Application of National Security Strategy to NMS and to theater plans. Application of theater campaign planning.

Providing the individual the tools to become a strategic thinker.

Stress more joint operations/coalition cases and solutions.

The creation of an individual who has the political and military skills to function as a leader in the joint, combined and coalition environment in support of the NDS and NMS.

National and international military situational and management of the service from the senior perspective.

"The big picture." National Security Strategy. National Military Strategy. The Army Plan.

Prepare students to work at strategic levels AND how to work in a changing environment.

Strategic studies on global changes that impact our national security.

Development of National Military Strategy. Historical basis of changes in NSS/NMS. Strategic Thinking.

A professional development experience, strategic thinking and a review and understanding of the National Military Strategy.

The senior service college experience should be focused on things operational and strategic.

Teaching students to consider the strategic as well as operational/tactical impacts of our business.

A complete professional development exposure but, one that is focused on the execution of our National Military Strategy.

Broad view of warfighting at the Corps level and higher. Student officers should be given the opportunity to develop skills, knowledge, and professional contact within one specialized areas i.e., geographic, force structure/development, mgmt, comptroller, in order to deal with specialized civilian congressional counterparts.

To deal with and understand the higher levels of command that affect their everyday environment.

Build an appreciation for the external security environment. Develop an understanding of congressional and domestic influences impacting our Army.

While SSC's have a role in the strategic level and national military strategy discussions, we have many Colonel-level commanders at a loss when we try and develop tactical level/operational level plans and training events-may want to re-look that aspect of the training.

Provide students the intellectual perspective and job skills necessary for the next decade of service.

To prepare graduates for Operations at highest level.

Prepare officer to serve on Joint, Army, MACOM Staff by exposing the officer to various conditions (interagency, political, diplomatic, etc.) so that the officer does not experience these conditions for the first time upon duty station arrival.

Development of strategic thinking and visioning including development of strategic leadership skills (leadership of large, diverse organizations.)

A professional development experience. Develop strategic thinking to matters of U.S. national security. Introduce political/diplomatic skills. An academic experience.

Training senior officers to become strategic leaders.

Enable graduates to: see the big picture, National Strategy, operate on the Joint Staff, on CINC Staff, interface effectively with Congress, the Press, Allies, inspire large organizations.

The National Security environment, apparatus, and players, besides just the Army.

Operational and strategic planning, but clearly from the top down. Too often an officer comes out thinking from the strategic level of a foxhole.

To prepare officers to lead the Army into the future.

Develop a strategic perspective for future senior leaders of our Army.

Prepare Officers for command and staff assignments in the strategic arenas from Joint Staffs, DoD Staffs, Interagency Staffs, MACOMs and HQDA.

Preparation for command.

Focus on strategic thinking, specifically U.S. national security and national military strategy.

Strategic thinking.

Broaden knowledge of Army in joint/combined/coalition operations. Development of geo-political skills necessary for success in areas of vital U.S. national interest.

Development of strategic leaders/thinkers who will be comfortable making decision, dealing with national security.

Prepare officers for 21st Century complex challenges.

From a strategic standpoint, "glean" an understanding in the construct of a NMS and how each service capabilities are brought to bear.

Prepare students to operate at the division and higher level - Command and Staff. Understand National Security Strategy formulation and learn it's defined down to operational and strategic levels. Understand the joint environment.

To teach officers how to think at the strategic level. Their role as Colonels in various staffs and at the department. The role and interaction of the theater MACONS, CINC, Joint staff and DoD in how the Army runs.

Strategic level of operations.

Preparing officers to function in the strategic environment, including joint, multinational and interagency conditions. Joint theater campaign planning.

Transition from tactical to operational and strategic levels; appreciation of key factors, interagency and combined.

If the Army is the land component of joint OPS AWC should focus on strategic environment and joint application of power. Need to understand elements of power and how they all affect application when mission by NCS. Strategic context in application of national power.

If the Army is the land component of pint Ops, AWC should focus on strategic environment and joint application of power. Need to understand elements of power and how they all affect application when mission by NCA. Strategic context in application of national power.

Understanding (a) world situation, (b) interrelationship of Political-Economic Military issue, (c) weaknesses of U.S. in meeting world issues.

Preparing senior officers for service at the service and joint department level...Army, MACOM or CINC staffs. Focus should be on National Security Strategy, NMS, Theater campaigning and joint operations.

Prepare future senior leaders for joint, military and combined assignments.

Understanding of military/industrial complex. National policy development. How the national military operates. Joint/OSD/Interagency. Share ideas/videos with foreign nations SR. LDRS.

Academic experience. Reflection.

Understanding and implementing National Military Strategy; comprehending and SUCCESSFULLY using the various components of this strategy at all political and military levels to achieve the desired objective.

It must prepare our future leaders to work in a variety of assignments at the MACOM, Joint, Theater and Army level. They must understand the fundamental concepts of "How the Army Runs," Army's role in a joint staff, and joint war fighting perspective. They are very different. Finally, must gear them to think out of the box to move the Army forward in transformation.

Strategic planning and a better understanding of how the "Army Runs." I would recommend studies in TAA/QDR.

Primary forces should be to transition the students thought process from the technical/tactical to the strategic. Most have little knowledge of what goes on above Brigade, or at best corps level. The need to learn to see the "Big Picture" and to understand how and why strategy is developed.

To prepare senior officers to function and to think effectively in a fast-paced, changing geo-political environment. These officers should be given the skills to deal with future conflicts and force structure, in a dynamic information environment.

Preparing officers for the challenges of senior leadership and staff.

Providing an understanding of how the Army works: planning, budgeting, execution.

Teaching operational art and strategic understanding and prep for service at senior levels, civilian and military.

Strategic level thinking. National security type issues and interagency operations.

AWC should focus on joint, combined and interagency operations and cooperation. Full spectrum operations. The "risk factor" should be discussed as a key consideration of warfare with a view towards stressing the necessity for risk taking and the MORALITY of being willing to accept risk to achieve strategic goals.

National Security Strategy and the Interagency Process with a view to the role of Defense within that process.

Prepare officers for duties that require strategic orientation and interagency of services.

A transition from the tactical/operational experience to develop an officer that can lead an organization through strategic planning and vision.

Strategic planning/theater campaign planning and strategic thinking.

Preparing for joint assignments. Other senior leadership positions in the Army.

Believe it should be "tracked." One track for operational career fields focused on warfighting.

Preparation of senior leaders for service at the strategic level.

Level perspective, planning and execution.

Developing senior leaders.

Preparation to think and problem solve at the joint level or senior staff/command levels-06 and above.  
Senior leadership skills and strategic planning.

Application of strategic thinking and application of joint forces. Maybe little more diplomatic thought.

To prepare officers to effectively operate in 3 areas: Joint, Combined, and Strategic.

Develop strategic leaders.

Service as a member of a joint staff.

To prepare officers to work in strategic environment (high level staff, CMD).

Inter-service and interagency issues. Broad exposure to National Military Strategy issues.

Developing the intellectual capability to think in time, depth and connecting. HOW to think critically is all important...not what to think or frankly specific knowledge. Breath processes.

Strategic planning and a improved understanding of joint, combined, coalition and interagency process

Interagency, joint and combined strategic thinking.

Preparing Army leaders for joint and combined operations.

Focus on the strategic and operational level of war. I graduated in 1995 and I think the balance is right!

"CREDENTIALING." (Theory and application through exercise/case studies.) To function effectively in a joint/combined environment.

To prepare senior Army officers to think strategically.

Preparing officers for promotion to flag rank, by exposure to strategic level exercises, political, and socio-economic structure though out the world.

Develop strategic thinking skills. More beyond individual experience to a corporate level perspective.

Develop campaign planning skills.

Wartfighting at the theater level.

Development of strategic leadership, understanding of NSS, NMS, and unified command structure including NCA. Need a focus on joint and combined operations planning and execution. Also need to reinforce a thorough understanding of the reserve and their training, and mobilization systems.

Emphasis on providing Army officers with knowledge to help prepare them for Combined, Joint and Interagency skills/assignments. Army officers should function in leadership and staff positions through out the DoD.

A broad/general education that provides the knowledge and skills required to lead organizations, build consensus for decisions, and use/leverage information technology in peacetime as well as war. Joint and coalition warfare.

Broad, professional experience. Understand the strategic process. Focus on theater warfare.

To prepare strategic thinkers who are prepared to work in a variety of assignments within a joint/combined environment.

Preparation for the duties of flag rank.

Complete professional development experience with special emphasis on application of strategic thinking to matters of national security additional focus on political and diplomatic skills.

Prepare officers to understand strategic level thinking/decisions and how to apply that to the services/nations.

Corps and above. International awareness.

Providing SSC attendees with a perspective of the interrelationships of the national elements of power with the primary focus on the use of the military element of national power. The strategic factors that may influence the use of the military element of power should be understood with particular interest being paid to the identification, as well as the active and passive means to neutralize the adversary's center of gravities. When the military element of power is used, the considerations associated with the employment of joint and multinational forces needs to be addressed.

Teach strategic thinking. Afford officers a chance to reflect on longer term, higher-level issues in a more relaxed environment.

#1 Warfight, #2 Campaign plan development, #3 Joint integration.

Prepare senior officers for the military operations in the 21st Century.

Preparation of officers for major command and staff assignment at flag level.

Help an officer make the transition from the tactical/operational Army to a combined/joint/interagency environment operations at the strategic level.

Strategic thinking and planning. Preparing officers for senior command and staff assignments - both in Army and joint assignments, as well as within national and international arena = political, economic and social skills.

Preparing soldiers for service in joint combined commands and working the interagency process.

Prepare officers with the political and diplomatic skills capable to work in specific areas of the world in support of our national security objectives.

Intellectual interlude and social experience.

Senior level management in the DoD and joint environment.

Transition focus from tactical level to operational and strategic level. Allocate sufficient time for professional reading, dialogue, and reflective thinking.

Graduating students with strategic leadership skills.

Prepare leaders to work in a strategic environment.

***What skills do you believe senior officers will most need in the next 10-15 years?***

A. Non-linear tactical analysis, B. Geo-Political awareness, C. Communication skills. (Effective presentation style.)

Political and diplomatic skills and the will to stand up to "political correctness."

Tremendous amounts of info flexibility to focus on right things.

Understanding of global events effecting our national interests.

Political and diplomatic skills, human relation skills (working with diverse groups, joint/combined war fighting skills.)

Ability to see the big picture; promote fundamental change in methods which maintain values.

Geo-political, information systems.

Becoming apparent that joint duty skills and multifunctional skilled soldier. Assuming that they are or possess solid leadership abilities.

Joint and Combined.

Flexibility to meet ever changing environment and demands on the military. Vision beyond their immediate assignment and next promotion to what is best for their organizations, the Army and the country.

Decision maker at strategic level.

Leadership. Adoptability (Flexibility.) Strategic Vision.

Understand Joint Environment: Acquisition, Warfighting, requirements.

Leadership in complex organization. Thinking HOW vs. WHAT.

The ability to listen with an open mind. The ability to develop a vision. The ability to articulate that vision. The ability to empower subordinates. The ability to discern the important from the unimportant.

The ability to lead.

Interagency knowledge. Domestic knowledge.

Strategic Planning.

Digital applications. Applying the technology to our advantage. Adaptive. Deal with change in ways we don't today anticipate.

Resource allocation. Joint affects on the battlefield we have too many different rounds focused unlike targets. Dealing with Congress.

National Policy translated to: a. coalition and joint plans/ops, b. force structure management and development.

A detailed and insightful understand in the relationship of strategy, economics and international politics.

Planning. Regional expertise. Title 10 responsibilities.

Strategic thinking and planning for future in today and future uncertain environment. Innovative ideas to meet tomorrow's challenges. Broaden experience with all AOC's in the class to understand impact of operations when lack of medical engineering support.

How to develop situations for senior level decision makers interpersonal skills at highest levels. Skill to recognize and understand contribution of all branches and services equally. How to develop and determine strategic goals and objectives and the "flags" or "metrics" needed indicates that goals and objectives are being reached.

Ability to adapt to rapid change. Need to be versatile change from peacetime operations to small scale back effortlessly. Need to have a strategic/operational sense of how military actions roll into the political/economic.

Same as in the past but also a willingness to think out of the box and to realize and be interested in what motivates young men and women. They need to be able to read Wong's essay (on Loomers) and say "Wow, that's powerful" and take it aboard.

Joint and interagency operations; strategic thinking/planning; ethical consideration of leadership at the strategic level.

Thinking outside the box; innovation and being able to adjust rapidly to changing situations.

Coping with uncertainty and working decisions and policy that (a) involve in complete or variable data; (b) "lesser of evils" and (c) involve looking at joint military or national interests a poor way of saying having a non-parochial view.

Common sense we can't learn enough to have every area - an ability to operate across area w/limited expertise in.

Addressing problems with no clear-cut solutions. Planning for the future while working in the present.

The ability to be able to operate across the spectrum of conflict with the requisite war fighting skills needed to be successful in low-end (Peacekeeping) to high-end (Theater Nuclear War); leadership challenges!

Political and Diplomatic Skills. Complete Understanding of Components.

Understanding automation systems and related impacts on all facets of strategic. Tactical level program management.

Same as above. Broaden the perspective of our Colonels as they return to the operational and high-level staff billets.

Written communications skills. Strategic and campaign planning skills. Leadership skills for large organizations. Critical analysis skills. In-depth knowledge of the limitation and capabilities of military forces.

Warfighting skills.

Planning for SSCs with integration of NGOs, PVOs and government agencies. Become better equipped to work in the interagency process.

Skills to enable the senior leader to engage the political and social environments and adjust the Army's formations and culture as the surrounding environments change.

Be able to identify nontraditional threats and solutions. Train our Senior Leaders to be unconventional and innovative (difficult to change from a traditional organization that has set rules.)

Interpersonal skills, political savvy, national strategic perspective, peer relationships, strategic ability, self-knowledge and managing through systems and dealing with paradox.

Problem solving; integration of plans, budgets, structure changes.

Strategic Planning, Joint and Interagency processes AND a good reminder that people are key to success. They are supported by objectives not vice versa.

Lead change. Leverage skills and develop others to effect change. An understanding of what current technology can do, how COTS solutions may be the most effective in addressing systems requirements.

Ability to operate in a joint environment. Interoperability with allied and coalition forces. Knowledge of diversity and its impact on the future of the military. Knowledge of Reserve and National Guard.

Think creatively; think strategically; understand change in processes and how to implement change.

Joint experience and interagency operations skills.

Senior officers must be able to apply strategic thinking to matters of U.S. national security as you suggest. Similarly interagency skills will become even more important. Reality will also force critical thinking with respect to translating a National Military Strategy into force requirements.. A broader perspective and critical thought is key.

Ability to forge coalitions (joint/combined.) Ability to conceptualize requirements and gain support for Army future. Ability to reestablish belief in junior officers that senior leaders are interested in junior officer development, not their own career. Elimination of the zero defects perception.

The flexibility and adaptability knowledge to facilitate the inter of changes to our force structure, training and the proper enablers.

Knowledge of congressional action as it relates to National Military Strategy and financing the force.

Joint environment.

Operational and strategic awareness of key programs and processes (PPBES, force management, force readiness, roles, functions and missions of the MACOMS, reserve force integration, Army transformation and TAA.)

No changes from today with the exception that Digital C2 will change how we process information and make decisions.

Theater campaign planning. Translating NMS into force requirements. Ability to think creatively in conceptual terms.

Joint/combined. Interagency Ops.

Visionary leadership. Interagency-political-diplomatic.

Political/diplomatic.

Communication. Team building.

Strategic thinking to matters of U.S. National Security. Translation of National Military Strategy into force requirements and capabilities. Political/diplomatic skills.

Describing a Vision. Management of people. Management of information. Communications skills.

Leadership, generalship. International economics. Governmental processes (U.S. and Foreign)

National strategy development and implementation.

I believe JOINT warfighting and interagency activities will significantly grow in the future.

Joint/coalition must have grounding in regime dynamics.

Strategic Planning to transform the Army to meet future requirements.

Complex decision-making. Strategic Vision. Political Communication.

Cognitive skills enabling officers to sort a variety of information and data and comprehending the critical elements.

Language and information warfare.

The ability to move from one end of the operational to the other in a very short time. The senior officer must be extremely innovative, and an out of the box thinker capable of anticipating political threats.

Interagency skills.

Joint/combined/coalition/interagency operations. Vision development and implementation. How to measure progress/success, coaching and mentoring skills. We only do top service now.

Will clearly need more technical skills in the area of information management.

A conduct in which to take on complex, international, joint, combined operations burdened with humanitarian and political baggage.

Conceptualize a clear vision. Adaptive thinker and leader. Comfortable in environment. Can synthesize vast information into relevant parts. Maintains a feel for soldiers and their families.

Joint operations. International operations/relations. Military/political relations. Strategic Planning.

Self-awareness. The need to work in uncertain environments and force solutions among disparate units/activities.

Flexibility. Agility. Adaptability. Planning, programming, budgeting.

Understand the strategic context. Joint Operations. Ability to work with multinational partners and with the interagency. Skills in developing the following generation of officers.

Strategic thinking. Understand elements of power. Army must better prepare leaders to operate as a joint force. Understand "environment" within which senior leaders must operate INSIDE THE BELTWAY.

Ability to think strategically. Guts to follow Army values. Ability to reason thru complex issues.

Joint Warfighting skills structure of joint staff and CINC.

Diplomatic (political/financial (budget.) History/culture of more obscure areas of world. Far East (China) frames of reference.

Plan, prepare execute national policy.

Decision-making on the go.

1. Leadership, 2. Verbal, 3. Listening, 4. Diplomatic/political/personal.

They are going to lead the Army through the most fundamental change (transformation) that has occurred in the last 50 years. We must prepare them to work the concepts, understand the processes with the Army and OSD to implement and provide them background.

Strategic planning skills

Flexibility the ability to accept (even design) change and make the best of it when it comes. Vision the world is changing at a faster and faster pace, we must think ahead to insure we (the Army) don't be left behind. Communication Skills written and verbal to military AND civilian audience.

Leadership head and shoulders above other characteristics in my opinion. Imaginative thinking. Ability to deal with technological changes.

An ability to integrate the capabilities of new technologies in the execution of our ever evolving mission.

The ability to communicate clearly.

Ability to manage change.

Ability to think strategic setting.

How to think vs. what to think. Self-awareness, adoptability, and a life long desire to learn.

Analytical skills which enable them to deal with ambiguity and uncertainty. More focuses must be placed on self-awareness

Joint, Interagency knowledge/skills. Ability to think strategically.

Communication (oral, listening, writing, computer.) Planning (turning abstract into a vision plan. Leadership.

Political skill=negotiating skills. Skill to command and perform senior staff function within a multination and joint command.

Strategic. Coalition forces.

Warfighting. Operating in a joint/combines. Skills w/digital C2 systems.

Skills that will enhance the senior officers. Ability to translate National Military Strategy into force requirements and capabilities. Political/Diplomatic skills.

Coalition, joint and combined operations. Threats recognition and response.

Skill set should include more multinational operational tasks executions and an increase in working with multi-component command.

Ability to think out of the box, handle change, understand the future threat environment and capabilities.

Business and lobbying skills.

Coalition and joint force and diplomatic issues.

Section 2 items 5,6,8,10 - plus understanding/translating vision into long term plan of strategy.

Leading the Army through transformation strategic planning.

Goal setting with appropriate performance measures skills. Negotiation skills in a joint environment. Strategic planning skills.

Ability to operate joint, interagency, combined. Integrative skills.

An ability to work with other services and agencies. Thorough understanding of information age capabilities and vulnerabilities.

1. Thinking processes. 2. Expression, ability to express in writing, charts and verbally their intellectual framings. 3. Debate, ability to challenge, question and present opposing perspective w/o. 4. Thinking out of the box, at least a willingness to do so.

Ability to link requirements to capabilities and oversee the planning to meet them.

Joint. Interagency. Diplomatic skills. Strategic.

I believe Army officers must begin to look beyond the Army's boundaries. From my last two years in joint assignments, I see Army officers doing the heavy lifting but other services setting the strategic objectives.

The ability to operate in ambiguous and complex environments. Must know how to deal with the media. We need officers who understand how our system works and how to relate to the interagency. I would also focus on critical thinking.

Competence in the process of articulating national interests. Military power in the context of elements of national power. General officer command in a joint/combined setting.

Critical thinking skills.

Understanding of culture and ethnic bases in the world.  
Critical thinking in an uncertain environment.

Warfighting and senior leadership skills will remain critical to success of our Army.

Joint and combined operations planning. Also a detailed understanding of force structure and the JSLAP/TAA process.

See above, ability to conduct joint operations, also able to operate in the political military environment.

Communication skills. Joint-combined. Theater and campaign planning/executor.

Political/diplomatic skills, particularly in coalition operations; interagency operational skills as well as a broad understanding of combined/joint operations. Knowledge management will be one of the technical skills most needed-as well as an appreciation of the complexities of military operations.

Ability to think 10-years out, vision to guide the Army beyond the current practice of reacting to world events to shaping events, beyond reacting to politics to shaping political opinions.

The ability to manage change through the process while allowing soldiers to focus on readiness. Political, diplomatic and communication skills. Ability to lead across the full threat spectrum, need additional training, peacekeeping operation.

How to understand/recognize changing strategic and operational environments.

Listening. Negotiating. Diplomatic.

(a) Communication skills and techniques required to clearly and adequately articulate the military's posture and position in order to garner and maintain public and political support. (b) Information operations and security in offensive, defensive, and MOOTW scenarios. (c) Skills relating to the employment of multinational and joint forces in war fighting and MOOTW missions. (d) A better understand of the factors that will influence the peoples' will to sustain and/or abandon the "will to fight."

An understanding of joint and combined operations. Capabilities and limitations of our CAI systems and digitized force initiatives.

How to reduce the complex to a clearly understood mission with ASSIGNED deliverables in a coordinated fashion.

Computer. Personnel management. Logistics management.

1. War fighting, 2. Dealing with the media, 3. IO integration, 4. Operating in a digitized world.

Leadership. Vision. Team building. International perspective. Personal and professional growth.

POL/Mil, Interagency, Warfighting, Civil Affairs.

The world is rapidly becoming a big community. More over, the "Americas" has been long forgotten. Our future leaders should have the communication skills to strengthen partnerships and promote stability and security arrangements suited to face the new challenges of the time.

Political-military thinking. Full spectrum operations. Non-military solutions.

Understanding of how the entire DoD organization works as it allocates resources

Ability to expand their objective thinking factoring in political, cultural, and regional implications. Must become more visionary and open to options.

Basically, the skills needed are those skills taught at the USAWC.

Leadership, Management, Critical thinking and system thinking skills.

Procurement.

### ***What could the USAWC do to improve the quality of its graduates?***

The USAWC is an outstanding program. The LTC/COLs in our command who are USAWC graduates are head and shoulders above their peers.

More joint reading.

Don't change anything. Seek to continually improve academic focus.

I don't know I think you are doing it all. USAWC was the best course I've had, civilian or military.

Focus more on the political "small P." Aspects of senior leadership. Preparation for Pentagon/CINC assignments. Learn how to "sell" the Army.

Is there a problem with the quality now? Keep the focus high, think outside the box.

Add a course on good staff work and what it looks like/what to expect from a staff.

You need to overcome the perceived difference between resident and non-resident students/graduates. The perception is that the resident program is the REAL War College and that non-resident is for AC officers who won't become generals and for reserve component officers.

For each student I would suggest doing a career duty assessment and combining this with a survey given to the students to determine their strengths/weaknesses and likes/dislikes and then do one-on-ones with each student on their future.

Continue present course.

TTP for adapting to change.

Expose to current "Transformation" activities in ALL services. Explore the Army Transformation.

Using tools such as this. Focus and balance of education and leader development curriculum.

Continue with masters' degree. Continue to focus on joint ops.

Develop leaders with more understanding of joint operations. Now we have some appreciation, we need understanding and a level of experience that we are valued member of the joint team.

Make a resource model War game as part of the Strategic Crisis Exercise. Give them for a 2007 scenario the Army that was built with this year's POM and work it. We tend to "big wave" resource implications. I spend over 50-60% of my time, fighting for more or defending the resources I have. Tragically we seem to have more problems than the other services. The allocate to thru plan. We spend hours/days building a POM to see it rebuilt. "Strategic Vision without dollars is A MYTH." Bill Lord could teach this course and he's there now!

Keep their horizons high! Don't let 'em relapse into "Old Bde Cdrs."

More instruction on logistics and financial management.

Develop campaign planning skills. Review other services capabilities.

Class members to include more women and foreign students.

Speaking skills. Public speaking. Time management of units not just personal.

Make a mandatory course on how the Pentagon, PPBS and other processes work (e.g., TAA, FAA, etc.) Incorporate a course like Force Mgt. taught by LTC (Ret) Treffrey, MPRI.

Evening lecture series by senior leaders (GO/FO/SES) that would emphasize/highlight how USAWC study applied in their senior assignments.

More stringent screening stay away from quotas, take those with demonstrated ability.

More writing. We need to get away from slides and icons.

"Continue the Course."

No ideas.

More knowledge of Foreign Affairs.

Probably increase the percent of students from the interagency and other services.

Ensure they have time from high demand/tempo lifestyle. Reinforce that leadership is a fun experience.

Increase the aspects of the College that impart knowledge of and require exercise in the skills in 2 above.

Study classical military works.

Continue to hire and assign the best faculty for the USAWC.

Become more knowledgeable of and comfortable with the political spheres within which global leaders operate and obtain a deeper understanding of the cultural changes that the nation is experiencing.

I don't think there is anything wrong with the quality of the graduates; just give them different experiences (joint/coalition/conditions for nontraditional solutions, etc.).

Concentrate on developing the officers' ability to manage through systems.

Identify corresponding studies students who rely too much on USAEC instructors to complete papers and requirements.

Do not security work twice a year once in autumn and once in spring.

Encourage to think out of the box. Challenge status. Think leaner and meaner and to take prudent risks.

No recommendations.

More emphasis on budget, POM, Congress, and acquisition issues Army must address on daily basis.

I think the program as is with its annual modifications is great.

I believe a more rigorous academic experience is required.

Continue to expand USAWC involvement in REAL studies on behalf of our Army.

Have a more intense program e.g., tests, class, etc.

See #1 and #2. Also reading program with publications made available to graduates. Continue making of the Green Book and the CIA Atlas would be very helpful after graduation.

Open more seats in the residency program.

Compel a detailed understanding of executive decision-making and preservation of the Army's with special emphasis on cultures (USAR/Guard).

I cannot ID a specific skill.

Refocus curriculum.

Not sure.

Ingrain a sense of inter-relationships between senior military leaders and those that affect the future and health of our Army. (e.g., Local and national political leaders, media, special interest groups, international/foreign leaders/organizations.)

Require more speaking engagements with community leaders.

Focus on the development of senior military leaders U.S. Army leaders.

Continue to read/discuss the classics. Importance of TRADCO, what it can do for the Army.

Let the officers write papers on current situations involving items that in their opinion should be changed. This would provide assistance to their leadership.

Expand joint and interagency curriculum. Military will become more joint and involved with agencies.

Tour of duty with reserve.

Provide masters' upon graduation.

Develop further writing and speaking (extemporaneous speaking) skills. Develop analytical skills associated with the use of metrics to measure progress/success in an Army continuing to adopt best business practices.

No suggestions great program.

More work on being a soldier statesman.

Mentioned previously.

For those going into Bde command, provide focused training. Keep the rest continue to stress leader development.

Focus in those areas above (para 2.)

Further develop #2. Continue work at family and social skills/grace.  
Be very careful of the credit of those related to attend. Don't let this become another CGSC= everyone can go!

Focus students more into rapid decision operations from Joint War fighting. They should know a lot of what JFCOM is doing for DoD.

Sustain: "out of box" thinking, military history, campaign planning. Purpose: budget/force structure process, SSC/OOTW/JTF.

More international travel/exposure.

Provide them with greater breadth of knowledge.

Provide non-residents with increased focus/counseling/feedback (e.g., telephone one-on-one review of submitted papers critique.) Pack more in to each in residence phase (too much time) to avoid lost opportunity.

The AWC is a great institution. It needs to ensure it stays focused on training our officers to move the Army forward.

Perhaps establish firmer academic criteria. Although my experience with USAWAC graduates has been VERY positive. I have known of no one who failed academically. However, I may not have been aware of those who failed.

It can continue to refine its curriculum to emphasize the effect of the information age and media relations on senior officers.

A better screening process.

Educate them better to understand the SPP and PPBES. Many grads do not have the foundation in these key processes to be effective in joint or Army assignments.

Increase the level of understanding of how to fight and win in the inter agency process as well as campaign planning.

Let them have fun in their experiences that they can employ in their unit leadership roles.

More practical EXPERIENCE at the strategic level.

More exposure to service, planning and decision cycle.

Increase the time on decrease the load on distant learning students.

Don't lower the standards.

Merit system at the selection level. Take the politics out of the admission process.

I felt it was right on target.

Send them to ICAF just kidding, quality is outstanding.

I don't know how, but get them to grow rapidly beyond the cmdr mentality and that level. Work them on "Board of Director" type skills. Think (comfort zone) will be at Bn Cdr level. Absolutely refuse to allow them to survive if they stay at thinking at that level.

Jointness.

Strategic thinking at National, Joint and Combined levels.

I think we should rest by all our graduates in joint operations. What little I got was good and I use it.

Research an issue and give testimony before a congressional committee.

More on the mechanics of campaign planning.

Provide more education in business process.

More practice in writing one to two-paged papers, focus on saying more with less words. More personal communication skills training.

Continue to emphasize high quality standard while focusing on future challenges in a very unstable world. Insure a broad understanding of joint, combined and organizations.

Spend time during the course visiting learning from the joint staff and if possible, combined staffs. Army officers understand other respects of our profession.

I think you're doing ok now.

Continue to steer the complete professional development experience that exposes students to a variety of possible academic experiences, speakers and discussions with leaders of business, media and non-governmental institutions.

Rebuild the non-resident program to a two-year series of short, 2/4/7 day seminars. The writing requirements are worse than worthless.

Educate the students on how to change, as the Army transforms understand the process of change and their role in transformation as a service leader.

A better oversight into the strengths and weaknesses inherent in the Reserve Component. There are many considerations senior military leaders need to be aware of when employing the reserve component. Many of these issues may not be realized by AC leadership due to the different nature of the components.

Understanding of the capabilities of our sister services. Interoperability of our allies.

Greater emphasis on campaign planning in the broad context. Transformation campaign plan as example.

Focus some additional energy on IO and operating in a world.

Continue to focus on importance of problem solving within groups at operational and strategic levels.

Focus on warfighting at the joint and combined level including the difficult of operating in a multi nations interagency process. Improve skills at information operations.

Not familiar with your curriculum.

Travel more.

Believe USAWC has the right balance and has consistently produced the graduates of all War Colleges, who are best prepared for higher-level responsibilities.

Outside of a pre-AWC course to bone up the student, perhaps making the course a bit more rigorous for the resident students.

Good enough as is.

### ***What are other emphases the USAWC should consider?***

N/A - Thank-you for your continued good work.

More exposure to successful executives likely to be appointed to DOD, CIA, etc.

More programs on communications.

More focus on what all 3 bring to the fight!

Involve more political leaders/foreign leaders.

Probably computer skills!

Important for the graduates to understand capabilities of other services and allies in various levels of conflict.

The art of compromise.

Information Technology, what is Network Center Warfare (NCW), how is the Army achieving.

As to graduate quality, we are on track in my mind. In all my dealings with AWC graduates, there is only one that I recall should probably have not been there.

Ethics. Whole Health.

In order to include more in a resident program, why not have a combination of correspondence of correspondence course work basis and 6 mo. residence only. This would give others more of a chance of 6 mo. residence phase.

JPME.

Ensure the historical the school is not lost, many lessons learned from history can save. May be emphasis latest lessons learned from recent ops (Balkans) to lend more credence and relevance to principles being taught.

How the Army runs. Make it mandatory and teach the excellent annual pub of USAWC. too many (far too many) COLs and above simply don't understand HOW the Army runs!

Strategic planning in combined environment.

Looking at ways of using military power in ways of supporting the national strategy that are non-traditional info warfare seems to be a coming thing.

We don't read enough this is late to change a lifetime but is key.

Development of multi-discipline capable officers (e.g.) not only expert in their particular branch skills but able to fight and or lead a combined arms capable war fighting force in complex military-political environments.

More knowledge of other Services.

On track.

Put trout into Letort Creek more often.

Impacts of Information Technology upon warfare. Impacts of Computer Network Attack and Computer Network Defense on U.S. Forces.

The social and political challenges that senior leaders must face as the Army transforms.

Technology for Senior Leaders - a primer so there isn't a gap between the Sr. Ldr and technology savvy Jr. leaders. Don't make the SR LDR "Geek" but give him a knowledge base.

Managing the internal political support of the country in support of the NDS and NMS.

1. Leveraging technology. Staying abreast of fast pace of technological advances 2. Staying CONNECTED to soldiers and their families. Senior leadership is viewed in some circles as aloof and disconnected with the soldiers they lead or support.

Study of the changes in behavior of past and current generations and its impact on the military.

Better understanding of other services. Joint operations. International/coalition warfare.

The U.S. will not be acting w/o coalitions in most cases. Much more emphasis on the requirement is in order.

Expansion of (AWC graduates) senior leaders roles in building understanding of and support for, Army missions/requirements.

Better appreciation and understanding of the implications on a "force projection Army."

Mentoring taught more.

Operations other than War. Peace operations in general, mission assignment, mgt of resources, liaison/coordination-unity of effort.

National Strategy. Resource Management.

Put where we are as an Army in historical context (i.e., Trefry's "How the Army Runs crs.)

Communication development more speaking.

Lots of emphasis these days on smaller scale contingencies, consequence mgmt, NEO, Peace operations, etc.

Got to understand how the money flows, requirements, POM.

Use the USAWC as a "Think Tank" for the Army.

Spare application's.

Ways and means to man the force.

Asymmetric threats.

When I went through we did not touch on operations other than war.

Need to continue to emphasize values and ethics. Decision-making processes. Leadership development.

Better preparation for "jointness."

Info OPS. How to lead/cope with change. How to shape the future.

More emphasis on economics, re force, homeland defense.

Partner within TRADOC so students can assist in training, the future of war fighting, advancing concepts pertaining to battle operating systems, and assisting on assessments and evaluation of new systems on DORMS.

Plan-while-executing. Dynamic decision-making.

1. National/international political and diplomatic requirements of the DOA/DoD. 2. Operations at senior POD/Exec branch/Congress.

I consider it to be an outstanding course. I worked harder for my USAWC diploma than I did for my Bachelor's degree. I do wish the awarding of the Master's degree could have been retroactive. Keep up the good work!

How to adapt to force structure changes. Employment of reserve forces in Army doctrine.

I think it's about right.

More media training. How to design, manage and execute a campaign with public media, TV.

Students should be afforded time to think, reason, study and make time with their families. Maintain the SSC fellowship under AWC control! It's a great program.

More focus on lessons learned from various conflicts, crises and war games. More focus on emerging doctrine and total Army analysis.

Creating the environment conducive to freewheeling, creative thinking and learning. USAWC does this **VERY** well!!!

Frankly, I thought the course was excellent. Still hoping you grandfather well back into prior grad-years for Master's degree.

Provide some background in Peace Support Operations due to the frequency of execution of those types of operations in the future.

Is there a way for AWC to stay connected to its graduates on an intellectual level either through a web site or periodic information papers?

Funding the TRADOC process.

Diplomatic and political issues affect our strategy.

IO capabilities and vulnerabilities.

Two weaknesses I can see in Colonel-level officers: 1. Ability to make a decision quickly w/understood decision criteria. Ask a Colonel "why" after they have made a decision and they hesitate too much. 2. Ability to operate on two planes. Commander of their organization and BOD of most higher organizations. They still place the "here today" priority/needs of their organization above the direction the most higher organizations is trying to transform to. Colonels think too much like Colonels instead of Generals, therefore require too much supervision.

A working knowledge of automation/technology linkage to strategic requirements. Understanding to link between service and joint processes and their effort on resourcing.

Interagency.

Changing strategies for a changing world.

Visits to joint-unified command headquarters, with briefings on the missions/objectives/problem areas of each.

More about UN and NATO operations.

Domestic security support and operations with other federal, state, and even local authorities.

Emphasis on continued support of diversity in our Army and how to mentor promising minority officers for future senior leadership.

Learn how the Congress impacts our Army, warts and all. Army officers can be naive when it comes to the impact of polities in our force.

An understanding of technology/science and its potential impact on warfighting and globalization. An understanding of the trends which will most likely lead to geo/political conflict in the next 10-years.  
21st Century leadership skills

Greater exposure to leaders of industry in a variety of fields need to reduce the student's "comfort zone" and truly make them aware of the greater world outside the defense establishment. Greater emphasis on international relations, economics and regional studies would better prepare AWC graduates to work in the arena of interagency, joint, combined commands that will be their home for much of the next 10 years.

Military components of U.S. foreign policy other than warfighting. Army officers as diplomats, negotiators.

Create/design sub-courses that will allow creative/innovative joint ideas to enhance our ability to operate more effectively in an ever changing environment.

Increase familiarity with resource mgt at the joint level. Improved ability to understand and work with constructors on the battlefield.

Facility in working with info technologies, digital world, to include the press.

USAWC is much better than other services!

International perspectives. Transformation. How the Army runs. Joint education and development.

Team building with the other students and Congress.

If the training schedule permits, perhaps additional time could be devoted to the international political and diplomatic processes.

## U.S. Army War College General Officers Survey: 2001

Every 3 years the U.S. Army War College (USAWC) assesses General Officers' impressions of our graduates. The following survey has been sent to general officers in the US Army who have our graduates under their command. Please take a few minutes to provide responses to the questions below. This should take no more than 10 or 15 minutes. Any questions can be directed to Dr. John R. Goss, III at John.Goss@carlisle.army.mil.

Section I: Please circle the response most closely representing your answer to the following statements.

USAWC graduates in your Command are well prepared to:

1. work in the strategic environment?

10	9	8	7	6	5	4	3	2	1
Strongly Agree		Agree		Neither Agree nor Disagree		Disagree			Strongly Disagree

2. address problems with no clear-cut solutions?

10	9	8	7	6	5	4	3	2	1
Strongly Agree		Agree		Neither Agree nor Disagree		Disagree			Strongly Disagree

3. address and plan for the future while executing in the present?

10	9	8	7	6	5	4	3	2	1
Strongly Agree		Agree		Neither Agree nor Disagree		Disagree			Strongly Disagree

Compared with officers from the other senior service colleges, USAWC graduates are:

1. better prepared for senior officer responsibilities.

10	9	8	7	6	5	4	3	2	1
Strongly Agree		Agree		Neither Agree nor Disagree		Disagree			Strongly Disagree

2. better prepared for joint assignments.

10	9	8	7	6	5	4	3	2	1
Strongly Agree		Agree		Neither Agree nor Disagree		Disagree			Strongly Disagree

-continued on next page-

3. better prepared for combined assignments.

10	9	8	7	6	5	4	3	2	1
Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Disagree	Strongly Disagree

4. better prepared for Army assignments.

10	9	8	7	6	5	4	3	2	1
Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Disagree	Strongly Disagree

**Section 2: The USAWC curriculum should emphasize (circle all that apply):**

1. a complete professional development experience.
2. an academic experience.
3. developing a breath of knowledge.
4. developing a depth of knowledge in specialized areas.
5. application of strategic thinking to matters of U.S. national security.
6. translation of the National Military Strategy into force requirements and capabilities.
7. theater campaign planning
8. political/diplomatic skills.
9. war fighting skills.
10. interagency operations skills.

**Section 3: Would you recommend attending the USAWC to others in your Command? (check one)**

yes       no

Section 4: Please offer your comments to the following questions in the space provided (add additional pages if necessary).

1. What do you believe should be the primary focus of a senior service college?
2. What skills do you believe senior officers will most need in the next 10-15 years?
3. What could the USAWC do to improve the quality of its graduates?
4. What are other emphases the USAWC should consider?

-continued on next page-

Section 5: Demographic Information (circle the appropriate response for each question below).

Primary Branch:

- a. Combat arms
- b. Combat Support
- c. Combat Service Support
- d. Health Services
- e. Other

Your current status:

- a. Regular Army
- b. Army National Guard
- c. Army Reserves
- d. Other

Through which program did you receive your MEL-1?

- a. US Army War College
- b. Senior Service College Fellowship
- c. National War College
- d. Industrial College of the Armed Forces
- e. Naval War College
- f. Air War College
- g. Other
- h. I do not have a MEL-1

Your current rank:

- a. COL(P)
- b. BG
- c. MG
- d. LTG
- e. GEN

Your current level of assignment:

- a. Coalition
- b. Combined
- c. Joint
- d. Service staff
- e. MACOM
- f. Corps
- g. Division
- h. Other

Please return to NLT 15 June 2001:

U.S. Army War College  
Office of Institutional Assessment  
Box 375  
Root Hall  
Carlisle Barracks, PA 17013

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